



## **Frequently Asked Questions Kindergarten and 1<sup>st</sup> Grade Remote and In-Person Learning**

### ***What can we expect for the fully-remote model if the district is bringing some students back for in-person instruction?***

In this model, students will continue to participate in online learning five (5) days per week in much the same way they are currently experiencing instruction. Online instruction will be provided on a regular schedule with “synchronous” or live instruction, video lessons, and/or small group interaction four days per week, and a day of fully asynchronous instruction. The fully remote option will also continue to include “asynchronous” learning throughout the week, where students will have content and the flexibility to work independently each day of the week with family support.

### ***Has the District planned for a return to in-person learning?***

The District has been actively engaged in planning for both remote and in-person learning. On July 23, Superintendent Holmen communicated a commitment to begin the process of transitioning students back for in-person learning when conditions allowed and under the recommendation of King County Public Health. At that time, the District made an intentional decision to keep students with the teacher from their neighborhood school for remote learning. This allowed families to postpone decision making about participating in full remote or in-person learning. This also shifted the decision and change to later in the year. There were complexities with both scenarios, and the option was selected to wait and provide families the opportunity to make their decision closer to the point of implementation.

Additionally, the district has a thorough [COVID19 Safety Plan](#) which is available for families to review. The COVID19 Safety Plan outlines the processes and procedures required to implement in-person learning. Further District planning information and documentation is also available on the [Return to School Task Force](#) webpage.

### ***Why does the District need to shift students to the Remote Academy?***

In order for the District to offer remote and in-person teaching and learning, we will need to align current staff with these models. Earlier data collection indicated that about 10-20% of families may request to maintain a full-remote school experience. Students will make these requests from across the district requiring some level of shifting to occur. We also know that a percent of our staff qualifies as high or increased risk per the Center for Disease Control (CDC) guidelines. These staff will be prioritized to teach remote classes. In addition to the variables related to the Remote Academy, the District must also implement required safety measures for

in-person learning which also has staffing implications. The Remote Academy provides families with the option to have stability for the remainder of the school year. We recognize the unique challenges with making shifts after the school year has started.

***What can we expect for in-person learning?***

At the **kindergarten level**, we are currently evaluating multiple models of in-person learning for **kindergarten** such as:

- 5 day a week in-person learning
- 4 day a week in-person learning
- 4 or 5 half-days of in-person instruction

In person academic, social and emotional instruction will be similar in many ways to pre-COVID closures.

**Differences will include:**

**Health and Safety:**

- An emphasis on health and safety routines and procedures including time for handwashing. Allocating time during the day for additional required health screening, hygiene, teaching and reinforcing new procedures for interpersonal interactions, staggered transitions, etc.
- Routines and procedures for lunch and recess to incorporate required health and safety measures.
- Daily attestation and health screening prior to entry into the school.
- Six-foot physical distancing of desks in classrooms.
- Maintenance of six-foot physical distancing during non-classroom time to the greatest extent possible.
- Masking for all students and staff.

**Social Contact:**

- Physical distancing during social interactions will require fewer close interpersonal interactions with peers and teachers such as limitations on recess and passing periods, staggered schedules and small groupings for lunches.

**Academics:**

- Continuing to emphasize essential content in the core academic subject areas as we are doing for remote instruction.
- High probability that students will have some asynchronous learning as part of in-person learning.
- Allocating time during the day for health screening, hygiene, teaching and reinforcing new procedures for interpersonal interactions, staggered transitions, etc.

- An emphasis on health and safety routines and procedures including time for handwashing, how to socially distance during the day, expectations for lunch and recess, etc.
- Specialists including librarians, music, PE teachers, and some special education and English language teachers potentially providing services remotely even for students who are in-person to allow us to keep classroom groups in clusters and reduce contact between groups
- Extra attention will also be needed for the use of instructional materials such as textbooks, classroom and student technology, curriculum tools, writing tools, pencil sharpeners, etc. and students will need to learn new procedures for the use and care of these materials.

**Drop-off and Pick up:**

- Students will not congregate for small group/close contact social interactions during drop-off and pick up. Staff will monitor and remind students of the requirement to maintain six-foot physical distancing to the greatest extent possible.
- Students and staff will mask during drop-off and pick up.
- Depending on traffic flow, pick and drop off schedules may also need to be adjusted, further impacting instructional time.
- Extra attention will also be needed for the use of instructional materials such as textbooks, classroom and student technology, curriculum tools, writing tools, pencil sharpeners, etc. and students will need to learn new procedures for the use and care of these materials.
- Specialists including librarians, music, PE teachers, and some special education and English language teachers potentially providing services remotely even for students who are in-person to allow us to keep classroom groups in clusters and reduce contact between groups.
- To be able to keep students distanced, even in individual classrooms, we are working to keep kindergarten classes to approximately 16 students per class.

At the **first-grade level**, we are evaluating multiple models of in-person learning for first grade such as:

- Hybrid instruction where students receive in-person instruction two days per week and remote instruction three days per week
- 5 day per week in-person learning
- 4 day per week in-person learning

The reason for this is our ability to provide enough teachers to keep first grade class sizes small enough to keep students physically distanced in classrooms. In addition, the differences between in-person before and during COVID described in the kindergarten section above also apply to first grade.

**What is a hybrid schedule?**

In a hybrid schedule, half of the students in a class attend school two days per week and the other half attend on two other days. All students participate in remote learning three days per week. Two examples of hybrid schedules are shown below.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
1	In Classroom	Remote	Full Class	In Classroom	Remote
2	Remote	In Classroom	Remote	Remote	In Classroom

Group	Monday	Tuesday	Wednesday	Thursday	Friday
1	In Classroom	In Classroom	Full Class	Remote	Remote
2	Remote	Remote	Remote	In Classroom	In Classroom

**Will my child have the same teacher she or he has now?**

Because of the need to rebalance classes to be able to offer in-person and remote learning, many students will have a new teacher when we transition.

**When will this change occur?**

Currently, the District has targeted the transition of Kindergarten to occur in October. First grade will transition soon after Kindergarten. Kindergarten students will transition to their new remote or in-person classes at the same time. That date will be communicated after an analysis of student and staff data.

**What about choice schools or programs?**

We will not have fully-remote choice school or program experiences because we do not anticipate that we will have the staffing and ability to serve all students requesting remote learning.

**If a family/student who is currently enrolled in a choice school chooses to go completely online for the 2020-21 school year will they still be considered a student in that choice school or program in future years?**

Students who participate in fully remote learning will be able to return to the choice school in which they are currently enrolled during for the 2021-22 school year unless the student is in a grade level that would transition to a new school for the following year.

**What if we decide we want to switch models during the year, e.g. from hybrid to remote or remote to hybrid?**

Students switching from one model to another has implications for our ability to staff classrooms and provide services for our students. For example, students who switch from a remote to in-person during the year could impact our ability to meet physical distancing requirements in classrooms.

We do recognize however, that there will be times when students need to move for many reasons. We will prioritize families who need to move children from in-person to a remote model during the year. We will work to accommodate requests to transfer from a fully remote to in-person as classroom space is available.

We are also planning for the potential to provide some or all families with an option to make a change at the semester should in-person schooling still be allowable for us then.